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1917/18

No. 21

KENT STATE NORMAL COLLEGE QUARTERLY

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SIXTH ANNUAL CATALOG
1917-18

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THE STATE NORMAL COLLEGE
OF
NORTHEASTERN OHIO

PRESS OHIO STATE REFORMATORY

"He who helps a child helps humanity with a distinctness which no other help given to human creatures can possibly give. He who puts his influence into the fountain where the river comes out puts it in everywhere—no land it may not reach."—*Phillips Brooks.*

Entered as second-class matter at the postoffice at Kent, Ohio, September 25, 1912, under the Act of August 24, 1912.

KENT
STATE NORMAL COLLEGE
QUARTERLY

SIXTH ANNUAL CATALOG

1918

THE STATE NORMAL COLLEGE
of
NORTHEASTERN OHIO

BOARD OF TRUSTEES

Appointed By The Governor

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Hugo C. Koehler.....Alliance
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OFFICERS OF THE BOARD

Edwin F. Moulton.....President
John A. McDowell.....Secretary

FOREWORD

Use of the Catalog. The catalog should be carefully studied by the student who intends to enter the Normal College. Most of the questions that the student needs to ask before entering are answered in this bulletin.

Rooming and Boarding Places. At least half of the students must find rooms outside of the dormitory. All students may, if they choose to do so, board at the dormitory dining rooms. Information concerning rooms and boarding places may be had by writing directly to the Normal College office. But it would be better for the student to come to Kent a day or two before school opens in order to select a suitable room. One arriving between the hours of 8:30 A. M. and 4:30 P. M. should go directly to the Normal office; at other hours, to the dormitory for directions. A reception committee of students will meet all trains to welcome and direct new students.

Information concerning registration, rooms, etc., will not be available except at the Normal office at the hours named below:

Regular Office Hours

8:30 A. M. to 4:30 P. M. Monday to Friday, inclusive
9:00 A. M. to 12:00 M. Saturday

Students who have not reserved rooms before coming should plan if possible to arrive in Kent the day before registration. There will be no source of information available for securing rooms on Sunday. The Normal 'bus will meet trains for the convenience of students who have made room reservations in advance.

Transportation. The Normal automobile 'bus will carry students from trains to any place in Kent for a five-cent ticket fare or a ten-cent cash fare.

A representative of the School, designated by a badge, will receive baggage checks from students for the delivery of trunks at twenty-five cents each and suit cases at ten cents. **It will not be necessary for you to pay more for this service.** Baggage checks with written directions for delivery of baggage will be received at the office if you fail to connect with the deliveryman at the train.

Registration. New students should write in advance for blanks for their high school credentials. This statement of the student's high school work must be submitted on registration day as a condition of entrance. This statement should be filled out and signed by the superintendent or principal of the high school where the work was done.

No student will be registered before the hour of 8:30 A. M. on September 23. Each student must register and have his program approved before entering classes. Credits will not be issued to any one whose program is not properly filled out and on file in the office.

Notice. Do not expect credit for your work unless you are regular and punctual in attendance at all classes. All absence and tardiness must be accounted for. No record of your work will be made if you withdraw before the end of the term without permission.

CALENDAR FOR 1918-1919

FALL TERM

First Faculty Meeting, 10 A. M., Monday, September 23, 1918.
Registration, 8:30 A. M. to 4 P. M., Tuesday, September 24, 1918.
Class work begins 8 A. M., Wednesday, September 25, 1918.
Thanksgiving recess begins 12 M., Wednesday, November 27, 1918.
School convenes 12 M., Monday, December 2, 1918.
Term ends 4 P. M., Friday, December 13, 1918.

WINTER TERM

Class work begins 8 A. M., Monday, December 16, 1918.
Christmas recess begins 4 P. M., Friday, December 20, 1918.
School convenes 8:30 A. M., Monday, January 6, 1919.
Term ends 4 P. M., Friday, March 21, 1919.

SPRING TERM

Class work begins 8 A. M., Monday, March 24, 1919.
Commencement, 10 A. M., Friday, June 6, 1919.
Classes will be in session the following Saturdays: May 10, 17, 24 and 31.

EIGHTEEN WEEK SUMMER TERM

Registration 8:30 A. M. to 4 P. M., Monday, May 5, 1919.
Class work begins 8 A. M., Tuesday, May 6, 1919.
Recess 4 P. M., Friday, June 6, to 8 A. M., Monday, June 16, 1919.
Term ends 4 P. M., Friday, August 29, 1919.
Classes will be in session the following Saturdays: May 10, 17, 24 and 31, July 26, Aug. 2, 9, 16, 23.

TWELVE WEEK SUMMER TERM

Registration, 8:30 A. M. to 12 M., Monday, June 16, 1919.
Class work begins 8 A. M., Tuesday, June 17, 1919.
Term ends 4 P. M., Friday, August 29, 1919.
Classes will be in session the following Saturdays: July 26, August 2, 9, 16, 23.

SIX WEEK SUMMER TERM

Registration, 8:30 A. M. to 4 P. M., Monday, June 16, 1919.
Class work begins 8 A. M., Tuesday, June 17, 1919.
Term ends 4 P. M., Friday, July 25, 1919.

REGULAR FACULTY
1917-1918

OFFICE

John Edward McGilvrey, A. B., Pd. D. ..... President
Helen M. Atkinson, A. B. ..... Assistant to the President
Adaline King ..... Secretary
Anna E. Sullivan ..... Clerk

INSTRUCTORS

Ralph L. Eyman, B. S. ..... Agriculture
Nina S. Humphrey ..... Public School Art
Amanda Jacobson ..... Public School Art
George Edward Marker, A. B., A. M. ..... Education
Samuel L. Eby, Litt. B., A. B., A. M., Ph. D. ..... Education
May H. Prentice ..... Education
Charles F. Koehler, Ph. B., M. A. ..... Education
Emmet C. Stopher, A. B. ..... Extension
Lester S. Ivins, Ph. B., M. S., M. A. ..... Extension
Alvin J. Miller, A. B., A. M. ..... Extension
Lemuel A. Pittenger, A. B., A. M. ..... English
Nina J. Williams, A. B. ..... English
Susan B. Davis, A. B., A. M. ..... Reading and Effective Speaking
Mildred Rogers ..... French
David Olson, B. A., M. Sc. ..... Geography
Louise W. Mears, Ed. B., A. M. ..... Geography
Joseph E. Layton, A. B. ..... History
Florence B. Cruttenden, B. S. ..... History
Bertha L. Nixson, B. S. ..... Household Science and Arts
Merle Wilhelm, B. S., B. S. in Ed. ..... Household Science and Arts
Clara D. Hitchcock, B. S. ..... Kindergarten
Isabelle Hazen, A. B., M. A. ..... Latin and German
Clinton S. Van Deusen, M. E. ..... Manual Training
John W. Dirkson ..... Manual Training
John B. Faught, A. B., Ph. D. ..... Mathematics
Anne Maud Shamel ..... Public School Music
Ruth Hartlerode ..... Public School Music
Margaret Pottinger ..... Physical Education
Lewis S. Hopkins, B. A., M. A. ..... Biological Science
Ellis C. Seale, A. B., A. M., B. S. ..... Rural Schools

TRAINING SCHOOL

John B. Faught, A. B., Ph. D. ..... Director of High School Training
Charles F. Koehler, Ph. B., M. A. ... Principal, High School Training Dept.
May H. Prentice ..... Director of Elementary Training
Florence B. Dolph ..... Critic Teacher, Grade 1
Esther Tingwall ..... Critic Teacher, Grade 2

Katherine E. Corbett, B. Pd., B. S. ..... Critic Teacher, Grade 3
Elsie Mabee, A. B., Pd. M., Ph. B. ..... Critic Teacher, Grade 4
Anna S. Matthews ..... Critic Teacher, Grade 5
Zoe Burrell Bayliss ..... Critic Teacher, Grade 6
Mirtie Mabee, Pd. M., A. B., B. S. ..... Critic Teacher, Grade 7
Edith M. Olson ..... Critic Teacher, Grade 8

LIBRARY

Margaret Dunbar, B. L., B. L. S. ..... Librarian
Isabelle Dunbar ..... Assistant Librarian
Delight Rambo ..... Assistant in Library

DORMITORIES

Louise W. Mears, Ed. B., A. M. ..... Dean of Women
Florence B. Cruttenden, B. S. ..... Head of Moulton Hall
Leta C. Miller ..... Head of Lowry Hall
Lois Merkle ..... Resident Nurse

SPECIAL SUMMER SCHOOL FACULTY

W. C. Campbell ..... Education
W. S. Edmund ..... Education
C. J. Bowman ..... Education
U. L. Light ..... Education
F. B. Bryant ..... Education
Pearl Monks ..... Education
Nellie Holt ..... Education
D. W. Pearce ..... Education
Robert Fosnight ..... Education
B. F. Stanton ..... Education
C. H. Withington ..... Agriculture
F. O. Ockerblad ..... Agriculture
C. F. Rumold ..... Physics and Chemistry
Jessie Gleyre ..... Drawing
Winnifred Culver ..... Drawing
Jessie Colton ..... Drawing
Jennie Felt ..... Drawing
A. N. Carmine ..... Penmanship
L. L. Garber ..... English
Arleigh Bunting ..... English
Emelyn Gardner ..... English
Sylvia Soupart ..... English
Alice Bell ..... English
Katherine Corbett ..... English
Elsie Mabee ..... English
Frances Everhart ..... English

Josephine Pettis ..... Geography
Ora Cox ..... History
U. M. McCaughey ..... History
Mary B. Fox ..... Kindergarten
Blanche Gray ..... Household Arts
Florence Norton ..... Household Arts
C. E. Jenks ..... Mathematics
R. M. Sprague ..... Mathematics
Mirtie Mabee ..... Mathematics
R. B. Faris ..... Mathematics
Lulu Kanagy ..... Music
Ruth Houser ..... Physical Education
Ida Belle Post ..... Physical Education
Clyde Hostettler ..... Agriculture

MISCELLANEOUS INFORMATION

Divisions of the School Year

The school year is divided into three equal terms of twelve weeks each, the fall, winter and spring terms. In addition to the three terms of the regular year a summer term of eighteen weeks divided into three six-week units is provided.

Credits

By a "credit" is meant twelve weeks of acceptable work done in a single subject by an average student carrying four subjects with five recitations a week in each. Nothing less than one-half credit in a given subject is entered on the records. One recitation daily in one subject for the long summer term counts one credit; for the short summer term, one-half credit.

Those who wish to consider the transferring of records from other schools should keep in mind that one credit equals three and one-third semester hours. One semester hour equals eighteen recitation hours. one credit equals sixty recitation hours.

Credentials

High school graduates must present on registration a complete official record of their high school course. Blanks for this purpose may be had upon application in writing or in person at the Normal office. High school graduates should secure these blanks in advance of the time for entering and have them filled out and certified by their high school principals or superintendents.

Advanced Credits

The Kent State Normal College will endeavor to give full recognition for all scholarship which applicants possess.

Credit for work done in other institutions will be allowed upon the course here, in so far as such work comes within the requirements for the Normal diploma. This qualification makes it impossible to know in advance that all of the work done in another school will be accepted

for advanced credit. Such credit is granted by a committee of the faculty upon the receipt of evidence that the work offered meets this requirement. The candidate for advanced credit must submit official statements from the institutions in which the work was done. Certificates of attendance without official credits certifying the amount and quality of the actual work completed cannot be accepted as a basis for granting credit. *Special blanks prepared for reporting work offered for advanced credit may be had upon application.*

Teachers of maturity and well certified experience, upon presentation of evidence of marked success in teaching, may be granted credits in the Observation, Discussion, and Practice of Teaching, and also in special method courses in subjects in which their teaching is known to be especially strong. As a rule such credits will not be granted except to those who are well known to the faculty through class work done in residence at the school. Under these conditions the granting of the credit is based upon a direct personal examination.

Note—An official statement from the registrar of the institution in which the work was done must be filed before any application for advanced credit can be considered.

Time for Entering

Students are expected to be present for registration on the opening day of the term. Persons entering several days late are handicapped in their work and the classes they enter lose something in efficiency. Therefore persons seeking entrance after registration day must be prepared to give a satisfactory reason for the delay or they will not be given an opportunity to make up the back work. In this case they will not, of course, be entitled to credits.

It would be well for students who know in advance that they must be unavoidably late in entering to write that fact to the President in advance of the opening of the term with an explanation of the conditions.

EXPENSES

Tuition is Free—No obstacles of any kind will be placed in the way of students or teachers seeking to prepare themselves for better public service.

No incidental fees of any kind will be charged residents of Ohio who are preparing to teach in the public schools. Free tuition together

with the reasonable cost of living, guaranteed by the school with its dormitory and large, well-equipped dining rooms, will enable students to attend the normal school who could not otherwise afford to spend the time in study.

Rooms and Board—Rooms in private homes, furnished for two, may be rented at $1.50 per week for each student. These rooms are engaged for a term and paid for weekly. The cost of a room per student, two in a room, for a school year will vary from thirty-six to fifty-four dollars. This includes fuel and lights. Students are expected to stay a full term in the room engaged unless good reasons can be given for not doing so. Changes may be made only with the approval of the office. Two weeks' notice must be given to the landlady. Rooms should be vacated the last day of the term unless re-engaged for the succeeding term. Students must expect to pay room rent for the entire term of twelve weeks. Board in the dining rooms at the dormitory is furnished at $3.50 per week to all students wishing to board there. In private families the cost of board will vary from $4.00 to $5.00 per week.

Dormitories—There are two new fireproof buildings, Lowry Hall with rooms for 66 students and Moulton Hall with rooms for 106. Situated on a commanding elevation with a fine view, ~~and surrounded~~ by native forest trees covering acres in extent, these offer most attractive homes for students. The suites are arranged with study rooms separate from bed rooms.

The rooms are attractively furnished and the separate study rooms give a much more homelike atmosphere than can be had where bed rooms must be used for both living and study rooms. All of the rooms in Lowry Hall are in suites arranged for four students. Moulton Hall has single rooms, double rooms and rooms arranged in suites for four and six students. Each student has a separate bed. The beds in Lowry Hall are three-quarter size, full height. In Moulton Hall the beds are 36 inches wide, twenty inches high, making up into an attractive couch. The room rent for each student is $1.50 per week. Students are required to take care of their own rooms and to furnish bed linen and towels. The bureau tops are 46 in. x 21 in. Blankets, bed spreads, and rugs are provided. Rooms may be reserved by mail. Room rent for each term amounting to $15.00 must be paid in advance. *A deposit of three dollars is required at the time the reservation is made, and none of it will be returned if the reservation is cancelled.*

Board is provided in the hall for all students at $3.50 per week payable in advance every four weeks. No deductions will be made for meals for absences of less than *four* days.

Estimated Total Expenses Per Term of Twelve Weeks

Board—twelve weeks	$42 00 to	$ 60 00
Room		18 00
Laundry	5 00 to	10 00
Books and Stationery	10 00 to	12 00
Total	$75 00 to	$100 00

STUDENT ACTIVITIES

With the aim of unifying the student body and developing a common interest in student enterprises that have educational significance, all students are required to participate in certain specified student activities; namely, intramural athletics, the college weekly paper and the series of entertainments and lectures provided for the students. For the support of such student activities, each student must pay three dollars per year, one dollar at the beginning of each term.

ENTERTAINMENT

In addition to the usual social events given during the year by the faculty and various student organizations the College provides for the social and intellectual development of its students a series of lectures and entertainments. This course included in the year 1917-1918 the following numbers:

November 1—Harold A. Loring, Lecture Recital, "The Music of the North American Indian."

January 9—Alberto Salvi, Harpist, and Martin Richardson, Tenor. Joint Recital.

March 12—Private Peat.

March 18—Antonio Sala, Cellist, and Gertrude Hale, Soprano. Joint Recital.

April 16—Sascha Jacobson, Violinist.

May 14—Strickland Gillilan, Humorist.

Student evening meetings as a general rule must be arranged for Fridays and Saturdays in order not to interfere with the preparation of lessons. This includes literary societies, socials, dances, athletic events, etc. Requests for meetings on any other evenings of the week must be submitted to a committee of the faculty some time in advance and permission will not be granted unless the conditions are unusual.

ENROLLMENT

For the Year 1912-13

Summer School	291
Extension Classes	1046

For the Year 1913-14

Fall, Winter and Spring Terms	271
Summer School	1378
Extension Classes	1611
Training School	160
Total enrollment exclusive of the training school and deducting duplicates	2978

For the Year 1914-15

Fall, Winter and Spring Terms	538
Summer School	1812
Extension Classes	1523
Training School	227
Total enrollment exclusive of the training school and deducting duplicates	3344

For the Year 1915-16

Fall, Winter and Spring Terms	629
Summer School	1673
Extension Classes	1718
Training School	294
Total enrollment exclusive of the training school and deducting duplicates	3331

For the Year 1916-17

Fall, Winter and Spring Terms	591
Summer School	1574
Extension Classes	1447
Training School	344
Total enrollment exclusive of the training school and deducting duplicates	3112

For the Year 1917-18

Fall, Winter and Spring Terms	614
Extension Classes	1573
Training School	369

PROGRAMS OF STUDY

The various programs of study, scheduled in the following pages are differentiated to meet different needs, but they have in common, in balanced proportion, these essential elements in the training of teachers:

(1) Educational Theory—The organization and administration of the school *in idea,* involving a study of Psychology, the History of Education, Sociology, the Teaching Process, and School Management.

(2) A study of the elementary school branches from the viewpoint of the teacher with attention to the mental processes by which the pupil reconstructs for himself this subject matter.

(3) Teaching in the practice school under able criticism to gain some skill in organizing and conducting a school and insight into the practical problems of teaching.

Programs of study for graduates of first grade high schools, or those with equivalent scholarship, and for college graduates are as follows:

1. A Two-Year Program for Graduates of First Grade High Schools and others of equivalent scholarship is outlined on page 16. This course is adapted specially to meet the needs of teachers in the elementary grades and leads to the diploma and the state life elementary certificate.

2. A Two-Year Program for Graduates of First Grade High Schools, adapted to the needs of teachers in the rural schools, is outlined on page 17. This program leads to the diploma.

3. One-Year Program for College Graduates. This course leads to the degree of Bachelor of Science in Education, (B. S. in Ed.). For those college or university graduates who have had several years of successful experience in teaching, substitutions may be made for a part of the credit required in Observation, Discussion and Practice of Teaching.

The courses in this program lie in the fifth year of college work and no student with less than four years of college work or its equivalent, will be permitted to undertake the work. The work will be made as intensive as conditions will permit.

No advanced credit will be given on this course. In every case thirty-six weeks of residence work will be required. The twelve credits required must all be made in residence; none of them in extension classes nor by correspondence.

4. A Four-Year College Course for Graduates of First Grade High Schools. This course leading to the degree of Bachelor of Science in Education (B. S. in Ed.) is scheduled on pages 19 and 20. Admission to this course requires graduation from a first grade high school or equivalent scholarship. Students preparing to teach in a high school will find in this four-year course an opportunity for specializing in departments of high school work in which they may be interested. A wide range of electives will be offered. For such students 120 hours of practice teaching in the high school grades will be required. The first two years of this course may be so planned as to lead to the elementary diploma. The last two years of this course furnish opportunity and *motive* for continued study to experienced teachers, many of whom hold normal school diplomas or have equivalent scholarship and skill. "Life alone avails, not the having lived"; true in all fields of endeavor, this is strikingly true in the business of teaching. It is as clearly the function of the Normal College to provide opportunity and means for continued study on the part of teachers in service as it is to furnish preparation for beginners. The nature of teaching and the ever changing conditions in education require new vision and growth of all teachers. Suitable opportunity and recognition is furnished in this two years of advanced study.

This four-year course offers to superintendents and supervisors the best possible opportunity for an intensive study of the elementary school curriculum and brings the student of educational administration into direct contact with model types of the schools he is to supervise; namely, the one-room rural school, the township centralized school and the village system.

This four-year course of study based directly upon the needs and problems of the rural, township and village schools, with the opportunity for daily observation, experiment and practice teaching, in a model one-room rural school, a centralized township system, or a village graded school furnishes the best preparation for supervisors and superintendents and for teachers of county normal schools.

TWO-YEAR PROGRAM
FOR GRADUATES OF FOUR-YEAR HIGH SCHOOLS

This Course Leads to the Diploma

Required for Graduation ..... **25 credits**

Professional Subjects. Required:

Theory:

Psychology—Education 11A	1	credit
The Principles of Teaching and School Management—Education 11B	1	credit
History of Education—Education 13A	1	credit
Principles of Education—Education 13B	1	credit
Social Aspects of Education—Education 14	1	credit

Practice:

Observation, Discussion and Practice of Teaching — Education 15	3	credits

Matter and Method Courses. Required:

Agriculture—Agriculture 11	1	credit
Arithmetic—Mathematics 11	1½	credits
Drawing—Drawing 11	1	credit
English—English 11	1½	credits
Geography—Geography 11	1½	credits
History—History 11	1½	credits
Manual Training	½	credit
Music—Music 11	1	credit
Physiology—Physiology 11	1	credit
Physical Education—Physical Education 11	½	credit

Other Required Subjects:

English Rhetoric and Composition—English 12	1	credit
Reading—Reading 11	1	credit
Library Economy	½	credit
Physical Training, twice a week throughout the course	½	credit

Elective: (3 credits to be chosen from the following)

Economics	1	credit
English Literature	1 to 2	credits
Geography	1	credit
Government	1	credit
Handwork	1	credit
History	1 to 2	credits
Household Arts	1	credit
Manual Training	1	credit
Nature Study (Biological)	1	credit
Nature Study (Physical)	1	credit
Methods in Primary Grades	1	credit
Physiology	1	credit

RURAL SCHOOL TRAINING COURSE

TWO-YEAR PROGRAM
FOR GRADUATES OF FOUR-YEAR HIGH SCHOOLS

This Course Leads to the Diploma

Total Credits Required for Graduation 25

Education:

Theory:

Management and Method in Teaching	1	credit
Psychology	1	credit
History of Education	1	credit
Social Aspects of Rural Education	1	credit

Practice:

Observation, Discussion, and Practice of Teaching in Rural Schools	2	credits

Special Method Courses:

These courses are adapted in subject matter and method to the needs of the Rural Schools.

Arithmetic	½	credit
Drawing	1	credit
English	½	credit
Geography	½	credit
Household Science	1	credit
Manual Training	1	credit
Physiology and Sanitation	1	credit
Physical Education	½	credit

Additional Required Subjects:

Agriculture	1	credit
Arithmetic	1	credit
English Grammar and Composition	1	credit
Government	1	credit
History	1½	credits
Principles of Geography	1½	credits
Literature	1	credit
Music	1	credit
Nature Study, Biological	1	credit
Nature Study, Physical	1	credit
Reading	1	credit
Physical Training required throughout the course	½	credit
Library Economy	½	credit

ONE-YEAR PROGRAM FOR COLLEGE GRADUATES

This Course Leads to the Degree of Bachelor of Science in Education

Total Number of Credits Required **12½**

Required Subjects:

Educational Theory: Five credits to be chosen from this list.

Educational Psychology	1½ credits
The Principles of Education	1 credit
Social Aspects of Education or Sociology	1½ credits
School Administration	1½ credits
History of Education	1½ credits

Educational Practice:

Observation, Discussion, and Practice of Teaching	3 credits
Total	10 credits

Electives:

To be elected	2 credits
Physical Training required twice a week throughout the course	½ credit

College graduates desiring to prepare for supervising or superintending schools may elect subjects suited to their needs. Those desiring a year of special instruction to qualify them for supervising rural school education or for teaching normal courses in high schools will be well provided for. The courses will be modified for college graduates preparing to teach in the grades, in the high school, or to supervise work in special subjects. Substitutions may be made for the required subjects, when corresponding courses have been taken in college with strong professional departments, and for those who have had successful experience in teaching, substitutions may be made for part of the three credits in the Observation, Discussion, and Practice of Teaching. The year's work will be adapted to give the best possible preparation for any special line of school work. No advanced credit will be granted on this course. In every case one full year's work in residence will be required. Any work in extension classes for which credit is given toward the diploma, will count for half-credit toward the degree.

FOUR-YEAR COLLEGE PROGRAM FOR GRADUATES OF FOUR-YEAR HIGH SCHOOLS

This Course Leads to the Degree of Bachelor of Science in Education

Total Number of Credits Required..... 48

Specified Courses in the Four-Year Program

The 48 credits in this course must be distributed in the different departments in accordance with the following requirements:

1—Education: Psychology, Principles of Education, History of Education, School Administration, Sociology, Practice Teaching	8 credits
2—English	3 credits
3—History	3 credits
4—Science or Mathematics	3 credits
5—Manual Training, or Household Science, or Agriculture	3 credits
Total number of credits specified	20

MAJORS AND MINORS

By the end of the first year each student in the four-year course must choose a major subject in which he must complete a minimum of nine credits. By consultation with the head of the department in which he majors, and with the final approval of the Advisory Committee on the four-year college course, the student shall select at least one minor in which he is to complete six credits.

Majors are offered for the present only in the departments of Education, English, History, Mathematics, Geography and Geology, Agriculture, Household Arts, and Manual Training.

Minors may be arranged in the departments of Physical Science, Biological Science, Public School Art, Kindergarten, Public School Music, Physical Education, English, History, Mathematics, Geography, and Geology, Agriculture, Household Arts, and Manual Training.

(a) **Education**—In addition to the eight credits required of all candidates for the degree Bachelor of Science in Education, but one additional credit is necessary to complete a major. Students majoring in Education must complete minors in two other subjects.

(b) **English**—Students selecting English as a major should complete six credits in English and American history, three credits in Science or Mathematics, and six in a foreign language.

(c) **History**—Students selecting History as a major should elect four courses in English and American Literature, three courses in Geography and two courses in Sociology, providing their minors are not so arranged as to include these courses.

(d) **Mathematics**—To major in Mathematics, the student must complete the nine credits listed under "Degree Courses" in Mathematics. To minor in Mathematics the student must complete the first six courses as listed.

(e) **Geography and Geology**—Students desiring to select Geography as a major should elect as a minimum three credits in history, three credits in Economics and Sociology, and three credits in biology.

(f) **Household Arts**—Students majoring in Household Arts should select as a minimum three credits in Chemistry, three credits in Biology and three credits in Art. The minor should be in either Science or in Art.

(g) **Manual Training**—Students majoring in Manual Training should complete at least three credits in Art, unless the minor should include this.

(h) **Agriculture**—The following credits are to be completed by students majoring in Agriculture, providing they are not included in minors: Chemistry, three credits; Biology, three credits; Physics, three credits; Manual Training, three credits.

FIRST YEAR OF THE FOUR-YEAR COLLEGE COURSE

The programs of all students entering upon the four-year college course will be arranged in conference with, and must be approved by, the Advisory Committee on the Four-Year College Course. The student's program, except in special cases, should include four subjects which continue through the year. Unless substitutions are necessary, the subjects for the first year's work are English, History, and Science or Mathematics, with one elective subject to be chosen by the student in conference with the committee.

RELATION BETWEEN THE ELEMENTARY DIPLOMA AND THE DEGREE

1. Students completing the first two years of the college course may receive the elementary diploma upon the completion of five credits in special method subjects included in the list of "Matter and Method" subjects in the two-year program. This special requirement may be met in two six-week summer terms. This plan is intended to meet the need of those students entering upon a four-year college course who

may find it necessary to drop out and teach before completing the work for the degree. These five credits will be accepted as electives in the four-year college course.

2. Holders of the two-year elementary diploma will be able to complete the required work for the degree of Bachelor of Science in Education by two years additional study. Not more than one year of this additional requirement may be completed in summer school and by extension study.

3. Any extension work for which one credit is given toward the diploma counts for one-half credit toward the degree. No applicant for the degree may present more than 12 credits for work done in extension. Extension credits will be accepted toward the degree only in so far as they fall within the requirements for majors and minors.

TWO YEAR PROGRAM

Distribution of Subjects by Terms

FIRST YEAR

	Fall Term	Winter Term	Spring Term
Section A	English 12	Education 11A	Education 11B
	Music 11	Manual Training 30 / Physical Education 11	Drawing 11
	History 11		English 11
	Geography 11		Mathematics 11
Section B	Education 11A	Education 11B	Manual Training 30 / Physical Education 11
	English 12	Music 11	Drawing 11
	History 11		English 11
	Geography 11		Mathematics 11
Section C	Education 11A	Education 11B	English 12
	Drawing 11	Physical Education 11 / Manual Traintng 30	Music 11
	English 11		History 11
	Mathematics 11		Geography 11
Section D	Education 11A	Education 11B	Physical Education 11 / Manual Training 30
	Drawing 11	Music 11	English 12
	English 11		History 11
	Mathematics 11		Geography 11
Section E	Music 11	Education 11A	Education 11B
	Manual Training 30 / Physical Education 11	Drawing 11	English 12
	English 11		History 11
	Geography 11		Mathematics 11
Section F	Physical Education 11 / Manual Training 30	Education 11A	Education 11B
	English 12	Drawing 11	Music 11
	History 11		English 11
	Mathematics 11		Geography 11

SECOND YEAR

	Fall Term	Winter Term	Spring Term
Section A	Education 13A	Education 13B	Education 14
	Physiology 11	Education 15B	Reading 11
	Education 15A	Education 15B	One elective
	One elective	One elective	Agriculture 11
Section B	Education 13A	Education 13B	Education 14
	Reading 11	Physiology 11	Education 15B
	Education 15A	One elective	Education 15B
	One elective	Agriculture 11	One elective
Section C *	Education 13A	Education 13B	Education 14
	Two electives	Reading 11	Physiology 11
	Agriculture 11	Education 15B or elective	Education 15B or elective
		Education 15B or elective	Education 15B or elective
Electives	Drawing 12	Drawing 12	Drawing 12
	Geography 13	Geography 12	Geography 13
	Chemistry 11	Chemistry 12	Physics 12
	Biology 12	Physiology 12	Biology 13
	Government 21	Government 22	Economics 12
	Manual Training 30	Manual Training 31A	Biology 22
	Kindergarten 12	English 13A or 13B	Kindergarten 11
		Reading 13	Reading 12

**Note*—All seniors who are applying for advanced credits in teaching upon the basis of previous expreience must register in Section C.

SPECIAL DIPLOMAS

Household Arts—Students completing a major in Household Arts may receive the special diploma in Household Arts upon the completion of a total of 25 credits under the direction of the head of the Department of Household Arts.

Manual Training—Students completing a major in Manual Training may receive the special diploma in Manual Training upon the completion of a total of 25 credits under the direction of the head of the Department of Manual Training.

Agriculture—Students completing a major in Agriculture may receive the special diploma in Agriculture upon the completion of 25 credits under the direction of the head of the Department of Agriculture.

Note—The holder of any one of the special diplomas may receive the elementary school diploma upon the completion of one-half year's additional work (six credits) prescribed by the President.

DEPARTMENTAL STATEMENTS

Candidates for the Elementary Diploma will not be admitted to "Degree Courses" except by special arrangement

DEPARTMENT OF AGRICULTURE

Diploma Course

Agriculture 11—Agriculture in the Grades. A general introductory course for teachers in rural schools or for teachers in the grades in the city. This course will cover the subject in a general way. Its purpose is to present the fundamentals of agriculture in a way which may be understood by beginners who have had no special preparation in the related sciences. The subject matter and the methods will be selected and adapted with special reference to teaching in the elementary grades. Several lessons will be devoted to the subject of school gardens. *One credit.*

Degree Courses

Agriculture 30—Farm Animals. This is an elementary course in the management of farm animals. Some time will be devoted to judging. Work will be done with horses, cattle, sheep, swine, and poultry. *One credit.*

Agriculture 31—Poultry. This course deals with breeds, systems of poultry keeping, breeding, feeding, marketing and handling of poultry generally. *One credit.*

Agriculture 32—Farm Crops. A study will be made of such crops as corn, wheat, oats, clover, alfalfa, potatoes, etc. *One credit.*

Agriclture 33—Soil Physics. Origin of soils; glaciation; weathering; soil types; organic matter; soil texture; aeration; conservation of moisture. Two double periods each week will be devoted to laboratory work. Prerequisite: Chemistry and Physics. *One credit.*

Agriculture 34—Feeds and Feeding. A study will be made of the fundamentals of nutrition, and the feeding of dairy cattle, beef cattle, horses, sheep and hogs. Prerequisite: Chemistry. *One and one-half credits.*

Agriculture 35—Dairy Husbandry. Breeds, breeding, feeding, management generally of the dairy herd, milk production, etc., are some of the topics to be treated in this course. Prerequisite: Bacteriology and Chemistry. *One credit.*

Agriculture 36—Gardening. In this course attention will be given to the production, handling and marketing of the common garden crops. Students will be given practical work in gardens on the farm. *One credit.*

Agriculture 37—Swine. Such topics as the place of swine in different systems of farming; breeds; breeding; feeding; housing; cholera prevention, etc., will be discussed. *One credit.*

Agriculture 38—Soil Fertility. This course will deal with soil composition; availability of plant food; soil studies made by experiment stations; fertilizers; crop rotations and other related topics. Two double periods each week are devoted to laboratory work. Prerequisite: Chemistry and Agriculture 33.

One and one-half credits.

DEPARTMENT OF PUBLIC SCHOOL ART

Diploma Courses

Drawing 11—Public School Art. This course is a survey of the different kinds of art work in the public schools. It includes a brief study of representation in its aspects of primary illustration, nature drawing and perspective, of color study and of such design work as may be done in the elementary schools. Two hours studio work daily. *One credit.*

Drawing 12—Public School Handwork. This course is a consideration of the aims and processes of such handwork as may be done in any school. Problems of graded difficulty will be worked out in weaving, paper folding, paper and cardboard construction, basketry and simple book-binding. Prerequisite: Drawing 11 or its equivalent. Two hours studio work daily. *One credit.*

Drawing 13—Freehand Drawing, Course 1. The kind and uses of drawing. Principles of perspective, curvilinear and rectangular. Nature drawing and simple groups of still life in charcoal, pencil, crayons, and water colors. *One credit.*

Drawing 14—Composition and Picture Study. Arrangement of landscape features and plant forms. Composition in pictures. Picture Study for the grades. References to Dow's Composition and Poore's Pictorial Composition and assigned reading. *One credit.*

Drawing 15—Principles of Design. Space breaking and the adaptation of plant forms to book covers, portfolios, etc., conventionalization, lettering, etc. *One credit.*

Drawing 16—Continuation of Drawing 15. Wood-block printing, stenciling, pottery, simple metal and needle work. *One credit.*

DEPARTMENT OF EDUCATION

Diploma Courses

Education 11A—Psychology. "Psychology has for several decades been moving away from its connections with philosophy, or metaphysics, and has been trying to ground itself upon the basis of natural science. Yet the biological point of view has only recently been put forward as a thorough going principle for the correlation, organization and interpretation of facts of mind on a natural science basis." Miller's Psycholgy of Thinking.

The above quotation states specifically the purpose of this course The first aim is to acquaint the student with some of the general laws of biological science which form the basis for modern psychology. The second aim is to indicate various ways in which such knowledge may be utilized by the teacher, by tracing the development of consciousness in the growing child from babyhood to maturity. *One credit.*

Education 11B—Principles of Teaching. In this course the complex teaching process is analyzed into its elements and its more important features are discussed from the viewpoint of modern psychological theory as set forth in Education 11A.

The following topics represent the nature of the material covered: What is teaching? How to study, (a) the teacher's study habits; (b) teaching children how to study. The assignment of lessons. The conduct of the recitation. Various types of recitation plan writing. The Five Formal Steps; these are first treated historically and then critically examined and evaluated in the light of recent investigations.

Throughout the whole course, but especially in the last half, emphasis is placed upon the principles and problems of school management. *One credit.*

Education 13A—The History of Modern Education. An intensive study of the history of education from the fifteenth century down to the present time. Special emphasis is placed upon the study of the reasons for the introduction of the various subjects into the com-

mon school curriculum, and the history of the development of those phases of modern educational method which are in constant use in the schoolroom today. *One credit.*

Education 13B—Principles of Education. The course in Education 13A traced the influence of the Pestalozzian, Herbartian and Froebelian theories upon American school systems and schoolroom practices; it also emphasized the growing tendency to apply modern scientific method to the solution of educational problems as well as to industrial problems. In this course the study of this scientific tendency in education is continued. The necessity for the biological point of view in education is maintained, and the meaning, aim, and methods of modern education are viewed from that standpoint. The interrelation of child, curriculum and teacher is discussed and the necessity for certain changes in theory and practice is pointed out.

During the latter part of the course instruction and practice in the use of standardized tests and scales is given in accordance with the recommendation of the committee of the Carnegie Foundation for the Advancement of Teaching. *One credit.*

Education 14—The Social Aspects of Education. The necessity of a knowledge of social conditions in teaching. Certain features in education that are likely to be overlooked by the teacher out of touch with social conditions. The following broad general outline of topics will indicate the scope and purpose of the course: the social view of education; the social relations of home and school; the school as a social center; the playground movement; vocational education; the social life of the school; the processes of learning as conditioned by the social environment both within and without the school. *One credit.*

Education 13C—History and Principles of Education. As the title of this course implies, it is an attempt to combine some of the essential features of two other courses. It is open only to special household science and other seniors, whose regular program does not include the regular courses in the history or principles of education. *One credit.*

Education 16—Child Study. The purpose of this course is to make the student acquainted with as much of the available, worthwhile material on child life as the time allotted to the subject will permit. For the sake of convenience a text is used for part of the work; in addition, a large number of library references on special topics are

assigned, and each student must read, and report (or else make notes to be handed to the instructor) upon a designated number of the references.

The following somewhat arbitrary division of the subject provides a good working outline: (1) from birth through the fourth year of life; (2) from the beginning of the fifth to the beginning of the eighth year, or thereabouts; covering an extremely important epoch in the child's life; (3) the years from eight to twelve inclusive, when the child seems to be husbanding his forces for the onslaught of "adolescence;" (4) adolescence, the final period of study, which covers approximately the years from twelve to eighteen inclusive.

The basic principles underlying the whole course are (1) that the general principles of adult psychology alone do not offer a proper interpretation for child life; (2) that the psychology of a child is almost wholly dependent upon his physical condition, consequently his physical nature must receive careful and serious consideration. *One credit.*

This course is open to both candidates for the diploma and for the degree.

Degree Courses

Education 26—Educational Psychology. The following topics will be discussed in this course: the culture epochs theory; fatigue; the doctrine of interest; habits and their formation; the influence of environment versus heredity; the transmission of acquired traits; motor expression in relation to education; learning by trial and error; play in relation to education; instincts; the nature of thinking; imitation in education; individual variations; volition and moral education; the psychology of learning; individual differences and their causes: sex differences in physical and mental traits; the psychology and pedagogy of writing, composition, reading, arithmetic, etc.; students will be made acquainted with the various methods of testing and measuring intelligence, and the merits and demerits of such systems.

One and one-half credits.

Education 27—School Administration. An advanced course for superintendents, supervisors, principals and teachers of broad experience.

The units of administration here considered are the national state and city systems. School organization; conflicting interests and demands to be co-ordinated and harmonized; the financing of the system; school sites and buildings; the teaching corps, its selection and its im-

provement while in service; the nature and purpose of the course of study; the selection of text-books. Special emphasis will be placed upon a study of some of the results of recent school surveys.

The course also includes a study of standards and measurements now used to test the efficiency of teaching and school system.

The latter part of this course includes a careful study of the problems, principles and methods of supervision as set forth by leading authorities. *One and one-half credits.*

Education 28—History of Education. A study of those educational ideals which have come down to us from ancient times. Emphasis is placed upon the conceptions and social forces which have been especially influential in determining the older forms of educational organization. The special typical forms, such as those of China, India, the Greeks and Romans, are discussed somewhat in detail, as a basis of comparison with later developments, as brought out in connection with the History of Modern Education. Every degree student is expected to complete the full course in history of education covering the ancient, medieval, and modern periods. However, Part II of course 13A may be taken in lieu of the last six weeks of this course.

One and one-half credits.

Education 29—Sociology. The subject matter of sociology, its relation to other social sciences; society viewed as an organism; the institution of family, business, church, school, and state as units in the social organization. The study of society with attention given to these principal forms of social organization becomes the basis for the study of the interaction of the school and the social forces of the community. Text: Hayes' Introduction to the Study of Sociology.

One and one-half credits.

Education 25—Principles of Secondary Education. A course for college graduates, high school teachers and others interested in the problems of secondary education. Relation of higher to elementary education. A comparative study of secondary education, organization, control, curricula, elective system, social life and organizations, athletics, vocational guidance and training. A study of the standards and requirements for Ohio High Schools.

DEPARTMENT OF ENGLISH

Diploma Courses

English 11—English in the Grades. The first six weeks is a study of the history, psychology, and pedagogy of reading. The types of reading are analyzed and application of the principles involved made. This course is basic and is fundamental to all other courses in the method of teaching English. As such it is required of all students entering the department and the work in all cases is to be done in residence.

The second six weeks of the work is a study of the best methods of teaching reading and literature in the grades. Standards for grading literature are developed and special emphasis is placed on the methods of teaching poetry and the story in the grades. Lesson plans are made by the students and presented for criticism by the class and teacher.

The third six weeks of the course is a study of language and grammar teaching in the various grades; the factors involved in cultivating the habit of writing and speaking correctly; right and wrong standards for judging the efficiency of work done; practices that stand in the way of developing in the child the power of self expression.

Each section is a unit of work and can be taken in any order, although it is preferable to follow the order outlined here:

Part I.	*One-half credit.*
Part II.	*One-half credit.*
Part III.	*One-half credit.*

English 12—Composition. *One credit.*
For description see degree courses.

English 13A—Representative American Literature.
For description see degree courses. *One credit.*

English 13B—Representative English Classics.
For description see degree courses. *One credit.*

English 14—Grammar. *One credit.*

Degree Courses

English 11 is specifically a subject for candidates for the elementary diploma except in the case of students who are candidates for the degree and expect to do supervision later. In this case the Psychology of Reading, one-half credit, will be considered degree standing.

Courses 12, 13A and 13B are of a combination character, counting for credit either toward the elementary diploma or the degree.

English 12—Composition. This course is planned to improve the student's oral and written English. Short themes are written each week and the students are required to present oral themes before the class. Letter writing and business forms emphasized. Required of all students for the degree. *One credit.*

English 13A—Representative American Literature. This course is a survey of the History of American Literature, made by studying the selections best representing the chief epochs of our literature. Selections are made from the following list:

(a) Selections from Cairns "Selections from Early American Writers," 1607-1800.
(b) John Woolman's Journal.
(c) Franklin's Autobiography.
(d) Alhambra.
(e) One story from the Leather Stocking Series.
(f) Bryant's Forest Hymn.
(g) Emerson's Self-Reliance.
(h) Thoreau's Walden.
(i) Selections from Hawthorne's Short Stories.
(j) Short poems from Longfellow, Whittier, Lowell, and Holmes.
(k) Poe's Poetry.
(l) Harris's Uncle Remus.
(m) Page's Meh Lady.
(n) Selections from Harte, Twain, Riley, et al.
(o) Silas Lapham.

Required of all students for the degree. *One credit.*

English 13B—Representative English Classics. This course covers the field of English literature by studying the best selections from the principal periods of the history of English literature. A text-book is used only as a connecting link, and virtually the whole time is given to a literary interpretation of the selection and to the ascertaining of the bearing that the social relations and political ideas of the times have had on the literature.

These selections are changed from term to term. The following list gives an idea of the range: Beowulf, Chaucer's Prologue and Knight's Tale, a portion of Spencer's Faerie Queene, Shakespeare's Macbeth, Milton's Minor Poems, Pope's Rape of the Lock, Goldsmith's Vicar of Wakefield, a few of Tennyson's Lyrics, and specimens of Kipling's short stories.

Required of all students for the degree. *One credit.*

The following courses are collegiate in character and count toward the degree:

English 21—Victorian Literature. This course covers three forms of literature. The work alternates so the students have an opportunity to study the essay, the novel, or poetry. Macaulay, Arnold, and Carlyle are the authors studied in the essay; Dickens, Thackeray, and Eliot in the novel; and Arnold, Browning, and Tennyson in Poetry. Each of these forms is a unit of study for one term. Prerequisite: English 13A and 13B or their equivalent. *One credit.*

English 22—Shakespeare. A study of four or five of Shakespeare's master tragedies and comedies. The analysis of these plays aims to ascertain the facts relative to the plays and organize these facts into a logical and teachable scheme. Supplementary readings are suggested and a list of the best references are studied with the view of choosing a good, even if small, library of references. Attention is called to modern developments of the drama, and exercises in original composition are given to fix in memory the fundamental principles of dramatic structure. Prerequisite: English 13A and 13B or their equivalent. *One credit.*

English 23—The Short Story. This course deals with the history and development of the short-story from the Decameron to our own day. The changes in thought and form are traced and explanations for these changes are attempted. This course aims to assist students in modern story and magazine reading. Prerequisite: English 13A, 13B, and 12, or their equivalent. *One credit.*

English 24—Modern Drama. An attempt is made, through the study of plays by some of the chief contemporary dramatists such as Pinero, Galsworthy, Yeats, Moody, Hauptmann, Maeterlinck, and others, to discover the principles underlying the drama of today. A number of plays will be read and discussed.

Prerequisites: English 13A, or 13B, and English 12 or their equivalents. Text: Chief Contemporary Dramatists by Thomas H. Dickinson. *One credit.*

English 25—Eighteenth Century Literature. A study of the development of prose form in the eighteenth century. The selections include Swift's Gulliver's Travels, Essays of Addison and Steele,

Goldsmith's Vicar of Wakefield, Samuel Johnson's Rasselas, and some of the choice essays of Hazlitt. This course covers, in as careful manner as possible, the development of the essay form. Prerequisite: English 13A and 13B or their equivalent. *One credit.*

English 26—Literature of the Romantic Period. This course introduces the new movement that had its inception with Gray's Poetry and Lamb's Essays, but did not come to its full powers until the development of Southey, Wordsworth, and Coleridge. The selections used are taken from Burns, Sir Walter Scott, Jane Austen, Wordsworth, Coleridge, Shelley, and Byron. The free, original and seemingly erratic form used, the high regard for nature leading to an intense reverence for God, and a longing for universal equality in men are some of the fundamental points in Romanticism developed in this course. Prerequisite: English 13A and 13B or their equivalent. *One credit.*

English 27—The Teaching of High School English. This course is for advanced students, preferably those who have had some college work.

(a) Construction of a systematic course;
(b) Writing and criticising specimens of composition from the eighth, ninth, tenth, eleventh, and twelfth grades;
(c) Organizing and teaching various selections of the classics suitable for high school use;
(d) A discussion of the best reference books and magazines on the teaching of English;
(e) Some original work in ascertaining the actual present-day conditions of English teaching, and evolving some means of bettering or systematizing these conditions;
(f) Collecting and organizing books for supplementary reading.

One credit.

English 28—Oratory and Debating.

See under Department of Reading.

English 29—Advanced Composition. This course offers students with ability in writing an opportunity to develop literary taste and form in original production. Themes are written every week and criticized in the recitation. *One credit.*

DEPARTMENT OF FRENCH

No credit will be given for less than a whole year's work

French 1—Intended for students having no previous knowledge of French. Careful study of French pronunciation. Elements of French grammar. Easy conversation based on advancing knowledge of grammar, with rapid building of vocabulary. Ear training.

French 2—French grammar and conversation continued. Verb study. Reading and translation, Daudet's *La Derniere Classe, La Petite Chevre de Monsieur Seguin.* Maeterlinck's *L' Oiseau Bleu,* Act 1.

French 3—Verb study continued. Conversation based on verb study and on class reading. Original composition in dialogue form. Reading and translation, *L' Oiseau Bleu* continued and completed.

Books required for first year—Complete French Grammar, Fraser & Squair; Cassel's, or other good French-English Dictionary; Maeterlinck's *L' Oiseau Bleu.*

French 4—French grammar reviewed and continued. French conversation as outlined in the Blum system. Reading and translation, Malot's *Sans Famille* as edited by Paul Bercy. Sight reading of easy and familiar stories. Outside reading required, selected for individual students with reference to individual tastes and needs.

French 5—French composition continued. Conversation continued. Reading and translation, Rostand's *Les Romanesques,* Moliere's *Le Bourgeois Gentilhomme.* Short poems committed to memory. Outside readings continued.

French 6—French composition continued. A short study of Victor Hugo. Reading and translation from the works of Hugo. All class instruction and recitation carried on in French.

Students especially desiring French for scientific purposes may, if they desire, recite in separate class, using as text a modern French scientific reader and omitting the course on Hugo.

Books required—Grammar and Dictionary as first year. Reading texts as suggested for each term.

DEPARTMENT OF GEOGRAPHY

Diploma Courses

Geography 11—The Principles of Geography. This course deals with important land forms and climates in their relation to life. The natural regions of the world. Controls and responses. Regional geography. Field and laboratory work. (Prerequisite to Geography 12.) *One and one-half credits.*

Geography 12—Geography in the Upper Grades. The selection and organization of geographical subject-matter for the several grades with consideration of methods of teaching this material. Prerequisite: Geography 11 or its equivalent. *One credit.*

Geography 13—A Course for Teachers in Primary Grades. This course deals with some elementary principles in anthropogeography; primitive peoples and life; simple environments and responses; Eskimo life; life in the grass lands; lessons in home geography. Prerequisite: Geography 11 or its equivalent. *One credit.*

Degree Courses

Geography 21, 22—General Geology. A survey of the geological processes and the evolution of land forms. Field and laboratory work. Fall and winter terms. *Two credits.*

Geography 23—Climatology. A study of climate considered especially in its relation to the life of man. The circulation of the atmosphere, rainfall and climatic regions of the earth, the zones and life regions. *One credit.*

Geography 27—Historical Geology. The pre-human history of the earth and life. The changes of geography and climate and the growth of continents. Prerequisite: Biology. *One credit.*

Geography 25A—Economic Geology. A study of the minerals and ores of commercial importance, their origin, occurrence and distribution. Geologic processes and structures related to the concentration of ores. Prerequisite: Chemistry. *One credit.*

Geography 25B—Economic Geography. Geographic controls of the production and exchange of the commodities of commerce. *One credit.*

Geography 24—Regional Geography. A study of the physiographic and climatic features and the natural resources of a con-

tinent. The influence of geographic conditions on the life, industries, cities and chief historic events. *One credit.*

Geography 26—Geographic Influences. A study of the relations between Geography and History. The grouping of lands and effects. Geographic location and its meaning. Life in the plains. Coast peoples. Island peoples. Mountain, delta, steppe, desert and forest environments. *One credit.*

Geography 28—Principles and Methods in Geography. The course of study in elementary schools. Selection and organization of material to be presented. A course in methods for principals and superintendents. *One credit.*

DEPARTMENT OF GERMAN

The aim of the courses in German Literature is to bring the student in direct touch with some of the masterpieces of German literature, and to trace the most important movements in German history and literature.

German will be the medium of instruction. Composition work will consist in oral and written reproduction of texts read, and of short themes on topics suggested by the text. Prerequisite: two years of high school German.

German 20—Nathan der Weise or Minna von Barnhelm, with collateral reading of Lessing's more important critical works. Wilhelm Tell or Jungfrau von Orleans, Wallenstein. *One credit.*

German 21—Goetz von Berlichingen, Iphigenie auf Tauris, Goethe's Poems. *One credit.*

German 22—Die Ahnfrau, Der Prinz von Homburg, Frau Sorge, Einsame Menschen. *One credit.*

German 26—The Teaching of German in Secondary Schools. This course deals with the general psychological principles underlying the teaching of living languages. It includes a critical study of methods of teaching German, a discussion of text-books and observations of practical work. *One credit.*

DEPARTMENT OF HISTORY

Diploma Courses

History 11A—History for the Intermediate Grades. As a basis for the preparation of those who are expecting to teach in grades four to six inclusive a study is made of the following topics:

The physical features of Greece which influenced the development of the people. The civilization of Greece and what Greece had to teach the world. The ways in which Greece transmitted her influence to the other peoples of the world. Colonization, commerce and conquest. The physical features of Italy and their influence on the development of Rome. How these differed from those of Greece. The development of Rome. The Roman Empire. The contributions of Roman civilization and how they differ from those of the Greeks. The causes of the decline and fall of the Roman Empire. The conquests of the barbarians. How Germany, France and England began. The influences of the monasteries. Castle life. The Crusades, motives and influences. How the people learned self-government. Town and country life in the Middle Ages. Culture of the Middle Ages. The revival of art and literature. The development of religious liberty and its far-reaching influences. The development of nationality. The commercial revolution. The era of maritime discovery. Spain and her rivals. France, the Netherlands and England. England in America. England's rivals in the New World. *One-half credit.*

History 11B—History for Teachers of the Seventh and Eighth Grades. In the training of teachers for these grades such problems as the following will be studied:

The social, economic and political development of the more important colonies. The broad significance of the struggle in which North America was lost by France; the great conflict between England and France of which the war in North America was a part and what it meant for England, for France and for the future institutions of America. The social, political and economic foundations of the American Revolution. How the colonies becames states. The opening up of the West. Conflict between national and sectional interests. Questions involved in the Civil War. Political parties. New problems since the Civil War. *One-half credit.*

In both courses of History 11 attention is paid to the organization of material for presentation to classes, to the interrelation of events,

to the large movements of which other movements and events are parts, and to the best references for both teachers and pupils. *One credit.*

History 12—History of Ohio. Geographic conditions of location, soil, climate, and natural resources, as determining the industrial, social and political life of the state, will receive special attention. The Northwest Territory. Early Settlements. Sources of the early population of the different sections of the state. Organization and admission into the Union. Ohio and the War of 1812. Internal improvements. Political development. Attitude of the state toward questions connected with slavery. Ohio and the Civil War. Later developments. Prerequisite: a good general knowledge of the history of the United States. *One credit.*

DEGREE COURSES

European History

History 21A—The geographical basis of European history. What the middle ages started with. The Roman Empire. The early church. The barbarian invasions. Rise of the Papacy. Charlemagne and his empire. Invasions of the Northmen. The Feudal System. Norman conquests. The Medieval church. Conflicts between the Empire and Papacy. The Crusades. Life and culture in the Middle Ages. The development of France. *One credit.*

History 21B—The Reformation. The Thirty Years' War. France under Louis XIV. The rise of Russia and Prussia. The French Revolution. The Era of Napoleon. *One credit.*

History 21C—The Era of Metternich. The Industrial Revolution. The Revolution of 1848. The unification of Italy and Germany. The development of the Russian Empire. Turkey and the Eastern Question. The Expansion of Europe in the Nineteenth Century. International Relations and the outbreak of the War of the Nations. *One credit.*

History 21D—The War of the Nations; Causes and Problems Involved. Attempts during the nineteenth century to secure peace. The growth of popular pacifism. Obstacles to international pacifism. Germany from 1871. Russia in the nineteenth and twentieth centuries. The Triple Alliance. Relations between Russia and Germany. The Dual Alliance. Growing rivalry between Great Britain and Germany. Growing rivalry between Great Britain and Russia. The Triple Entente. The Moroccan crisis. Problems in the

Near East. War between Italy and Turkey 1911-1912. The Balkan War 1912-1913. The countries involved in the war and the reasons why they took up arms. The course of the war. Reasons why the United States entered the war. Revolution in Russia. Proposals for peace.

Prerequisite: A high school course in European History of at least one year in which the emphasis has been placed on the nineteenth and twentieth centuries, or better, courses 21B and 21C. *One credit.*

History 24—The Reformation. The Catholic Church at the opening of the sixteenth century. The Protestant Revolt. Lutheranism. Calvinism: its doctrinal system and its form of church government. Anglicanism. The forms and influences of the Reformation in England and in Scotland. The Catholic Reformation. The influences of the Reformation on colonial life in America: settlement, church and government. Prerequisites: courses 21A, 21B, and 21C. *One credit.*

History 25—The French Revolution and the Era of Napoleon. European society and governments in the eighteenth century. Absolutism in France. The old Regime. The Limited Monarchy in France. The first French Republic. Attitude of the other European Powers toward the French Revolution. The expansion of the French Empire. The relation of the Napoleonic Era and of the Napoleonic wars to affairs in America. The significance of the French Revolution and of the Napoleonic Era. Prerequisites: courses 21A, 21B, and 21C. *One credit.*

History of England

History 22A—The physical features and resources of the British Isles. The earliest inhabitants of Britain. Influences of Roman occupation. Saxon England. Results of the coming of the Saxons and the state of society at the close of the Saxon period. The Danish and Norman conquests. Influences of the Norman conquest. The foundations of national unity and the formation of a United English Nation. The Hundred Years' War. Lancaster and York. The Tudor Period. Prerequisite: History 21A, 21B and 21C. *One credit.*

History 22B—The personal monarchy of the early Stuarts: James I and the beginning of the Puritan Revolution; Charles I and the precipitation of the conflict between king and people. The Great

Rebellion and the Commonwealth. The Restoration. The Revolution of 1688. Puritan and Cavalier England. The foundation of the British Empire (1689-1763). Political, economic and social life in England to the beginning of the Industrial Revolution. Prerequisite: History 22A. *One credit.*

History 22C—The Industrial Revolution. The new Toryism and administrative reform. The American Revolution. The French Revolution. The struggle against Napoleon. Tory reaction and the progress toward reform. The period of reform. The growth of democracy. Social and economic changes. England and the War of the Nations. Prerequisite: History 22B. *One credit.*

American History

History 23A—A review of the European background of American History. Colonization and claims to territory made by the nations of Europe. The development of colonial institutions. Political and economic causes of the American Revolution. Political and industrial development during the American Revolution. The Articles of Confederation. The Constitution. Developments from 1789 to 1801. *One credit.*

History 23B—The Jeffersonian party and policies. The War of 1812 and its political and economic results. The growth of a national feeling. The Westward movement. The tariff question. Developments during the administration of Andrew Jackson. Slavery and the West: The Missouri Compromise, The Abolitionists, Oregon and Texas. The Mexican War. The Compromise of 1850. Causes leading directly to the Civil War: The Repeal of the Missouri Compromise and the Formation of the Republican Party. The struggle for Kansas. The Civil War and Reconstruction. *One credit.*

History 23C—Political, industrial, and social developments since the Civil War: the negro question, the industrial revolution, capitalism and socialism, free silver and populism, direct government, women suffrage, the growth of judicial review, new nationalism, imperialism, the labor movement, the Roosevelt policies, the progressive movements, the United States and the War of the Nations. *One credit.*

As a rule none of the above courses in American History should be undertaken unless the student has had such courses as those in European history, or the history of England, or at least a year of United States history in the high school.

History 26—History of the West. Westward migration. Settlements, social and economic development of the West. Political problems arising out of economic conditions. Influence of the West on political parties and political developments. The West in relation to nationality and states rights. The position of the West with reference to slavery, secession and the Civil War. The passing of the frontier. Prerequisites: Courses 23A, 23B and 23C. *One credit.*

GOVERNMENT

Government 21—THE ORGANIZATION AND WORK OF THE GENERAL GOVERNMENT. The following are some of the topics studied—the federal constitution: the origin and chief provisions of, and the necessity for. The character of the federal convention. The evolution of the federal constitution. The president: nomination, election, and powers. Congress: House of Representatives, Senate, powers, Congress at work, the federal judiciary. Prerequisite: a thorough high school course in civics. *One credit.*

Government 22—LOCAL GOVERNMENT. This course deals with the organization and activities of the township, county, village, city, and state, the machinery and operations of political parties and suffrage. Special emphasis is placed on movements toward greater popular control and government as a means of securing the highest welfare of the individual. A study is made of the various phases of local government in Ohio. Prerequisite: a thorough high school course in civics. *One credit.*

Degree Course

Government 23—Governments, Politics and Parties of the countries of Europe. The general and local governments. Executive functions. Ministries—how they are chosen, their powers and responsibilities. Law-making bodies—composition, influence of the people in the choice of members and the relations between the parts of the legislative bodies. The judicial systems. Political parties. Character of the suffrage. Prerequisite: Government 21 and 22. *One credit.*

ECONOMICS

Diploma Course

Economics 10—Introduction to Economics. In this course the following topics are studied to give an elementary knowledge and appreciation of some of the fundamental conditions and principles of our present day economic life and as a foundation for the further study of the subject: work; industries; the factors of production: land, labor and capital; systems of exchange; government and industry.

Degree Courses

Economics 11—Foundations of economic life: natural environment and population. Wealth. The factors of production: land, labor and capital. Problems connected with each factor. Exchange: value, price, money, credit and banking, credit and currency, transportation. Distribution: profits, rent, interest, wages, the labor problem. Prerequisite: Economics 10. *One credit.*

Economics 12—A Study of the Economic History of the United States. The course includes a study of the economic development during the Colonial period, the struggle for commercial and economic independence, the westward movement, agricultural and industrial growth from 1808 to 1860 and the more recent developments since 1860.

Prerequisite: A good general knowledge of the political history of the United States and Economics 11. *One credit.*

History 26—The Teaching of History in the High School. The following is a general outline of the course:

1. The group of social studies.
   - (1) The nature of each subject in the group, how they are alike and how different in character and purposes and how the whole group differs from other studies in the high school.
   - (2) The comparative value of this group.
   - (3) The report of the committee on social studies.
2. The organization of subject-matter of particular periods.
   - (1) The fundamental relations which must be observed in the organization and how these relations determine the character and use of more formal processes and devices, such as:
     - a. Text-books.
     - b. Reference works.

(a) Source material.
(b) Secondary material.
c. Maps and pictures.
d. Magazines and newspapers.
e. Questions and statements of problems.
(a) The things that determine whether a question is good or bad.
f. Note-taking and the organization of notes.
g. Dramatization.
h. Use of novels and other illustrative literature.
i. The teacher's directions, and suggestions.
j. Lecturing.

3. The characteristics of a good history teacher. *One credit.*

DEPARTMENT OF HOUSEHOLD ARTS

Household Arts 31A—Foods and Cookery. A study of foods, including their production, preparation for market, composition, and principles underlying their cookery. A study of the proper combination of foods, substitutions, and their comparative costs. Laboratory work is given to illustrate the processes of cookery and to secure skill in the use of materials. Special stress is put upon the correct use and care of kitchen utensils and equipment. *One credit.*

Household Arts 31B—Foods and Cookery. Lecture, discussion, and laboratory work. This course gives the student experimental cookery. A study is made of reliable brands of foods available in the local markets. Trips are made to markets and to manufacturing establishments. Prerequisite: 31A and Chemistry. *One credit.*

Household Arts 31C—Foods and Cookery. Preparation of simple meals, emphasizing inexpensive, nourishing, and attractive foods. Discussion of the various forms of table service, applying each to the serving of meals. This course will also include demonstration work. Prerequisite: 31A and 31B or their equivalent. *One credit.*

Household Arts 32—The Teaching of Home Economics. This course considers the problems of Home Economics in the elementary and secondary schools. It includes the arrangement of courses of study, discussion of the methods of presentation of subject-matter and the writing of lesson plans, together with a discussion of the

various types of equipment for various schools and grades. Prerequisite: two courses in Education, and two in Household Science.

One credit.

Household Arts 33—Home Planning and Household Management.

(1) A study of the development of shelter; principles of planning and house construction; minimum sizes for various rooms; different types of dwellings and factors deciding their location; simple furnishings for the home.

(2) A study of the income in relation to the household. The selection of food, clothing, and shelter. A study of household service, and of the time required to carry on the various household activities. Supplementary reading required. *One credit.*

Household Arts 34A—Sewing and Textiles.

1. The making of all stitches, plain and fancy.
2. Application of stitches to various useful articles.
3. Comparison and use of commercial patterns.
4. The use and care of the sewing machine, and its attachments.
5. Hand and machine sewing applied to the making of simple garments.
6. A study of laces, embroideries and other trimmings; their cost, suitability, and wearing qualities.
7. Cotton, its place in the home.
8. Clothing budget. *One credit.*

Household Arts 34B—Sewing and Textiles.

1. Drafting of patterns to individual measurement.
2. Designing, cutting, and fitting of undergarments and a cotton dress.
3. A study of silk and wool fabrics.
4. Clothing budget. Prerequisite: Household Arts 34A.

One credit.

Household Arts 34C—Sewing Textiles.

1. A more detailed application of 34B in the making of a linen or cotton suit and a lingerie dress.
2. A study of linen.
3. Tests for the adulteration of fabrics.
4. Clothing budget. Prerequisite: Household Arts 34B.

One credit.

Household Arts 35—TEXTILES. This course is included with Household Arts 34, except in the summer school.

Household Arts 36—APPLIED DIETETICS. This course treats of the fundamental principles of nutrition, and their application. A study of food materials in their relation to the daily dietary of families under different conditions of health and environment; a study of dietary standards; the proper feeding in infancy, childhood, and adult life, with the planning of dietaries for each period. Invalid cookery.
One credit.

Household Science 11—GENERAL COURSE IN FOODS. A general course in foods for teachers in the grades. Chemistry is not a prerequisite for this course. This course is not credited in the Household Science Department. *One credit.*

KINDERGARTEN DEPARTMENT

Kindergarten—Primary 11—PLAYS AND GAMES. This course is a study of the natural plays of infancy and early childhood with their modifications through the different periods of child development, the origin and organization of games, game forms and the development of the rhythmic instinct.

Students are asked to work out classification of games showing their character, use and sources of material.

HAND WORK. Prerequisite Drawing 11. A study of children's instinctive activities in the use of crayons and clay: methods of organizing these impulses and standards of accomplishment.
One credit.

Kindergarten—Primary 12—STORIES AND STORY TELLING. A study of story material for children including the place and value of poetry, fairy-tales, legends, fables, myths and the realistic story, children's progress in story appreciation and practice in story telling.

HAND WORK. Practical work in paper-cutting and the use of building blocks. The possibilities of these materials as a means of expression and mental organization will be considered. Prerequisite, Drawing 11. *One credit.*

Kindergarten—Primary Education 13—Prerequisite: Kindergarten 11 and 12. The purpose of this course is to examine some of the systems of education for young children that are in vogue today, in order to determine their relative values and place in the educational process.

Reference Bulletin from U. S. Bureau of Education; Teachers, College Records; Froebel's Mother Play; The Kindergarten in American Education by Nina C. Van de Walker; and Experimental Studies in Kindergarten Education, edited by Patty Smith Hill.

One credit.

Kindergarten—Primary 15.—Prerequisite: Kindergarten 11, 12, and 13. Practice teaching in the kindergarten. This course may be taken in any one of the three terms. *One credit.*

LATIN

Degree Course

Latin 26—THE TEACHING OF HIGH SCHOOL LATIN.

One credit.

DEPARTMENT OF MANUAL TRAINING

Diploma Courses

Manual Training 30—Manual Training for the grades to be carried on in regular class rooms.

Part I—Work for the first four grades is given in this part. Graded experience in measuring is an important feature of it. Block laying, paper weaving and folding, box and booklet making occupy the first three weeks of the time and the last three are devoted to assisted freehand drawing and coping saw work.

Part II—The work given in this part is suited to the fifth grade or above. Five weeks are devoted to square and slant end sawing and in the last week problems involving the use of the marking gage are given. *One credit.*

Manual Training 31A—WOODWORKING This is a beginning course in bench woodworking. The work is suited to the seventh grade or above if three hours a week can be devoted to it. After a few preliminary problems involving the use of the rip saw, an intensive course is given in the use of the plane.

Part I—The problems made in this part are simple in character but are given to develop a knowledge of the subject that is fundamental to such construction in wood as is taken up in later courses.

Part II—The problems made in this part involve more construction but the plane is still the most important tool used.

One credit.

Manual Training 31B—WOODWORKING. This course should be preceded by M. T. 31A. Most of the time in this course is devoted to making small pieces of furniture involving the common furniture joints. *One credit.*

Manual Training 31C—WOODWORKING. In this course the student is given an opportunity to show effectively he has learned to use the tools around which the work of the three preceding courses centered and also takes up the use of many special tools. The sharpening of some of the tools is taken up in the preceding courses but a special feature is made of it in this course. *One credit.*

Manual Training 31D—WOODWORKING. In this course the special students of manual training are given a series of tests to determine whether they can do in an effective manner such problems in woodworking as they are likely to meet when teaching. One or more of the pieces designed in Manual Training 32D are also made.

One credit.

Manual Training 32A—MECHANICAL DRAWING. This is a beginning course intended to give a thorough grounding in the fundamentals of mechanical drawing and lettering. The main aim is to secure facility in the use of drawing instruments but a considerable knowledge of orthographic projections and geometric construction will also be gained.

Persons not specializing in manual training but wishing a general knowledge of mechanical drawing should elect this course. The first-half of this course is a prerequisite for Manual Training 32C.

One credit.

Manual Training 32B—MECHANICAL DRAWING. This is a continuation of the work given in 32A. Special attention is given to orthographic projection, developments, and intersection.

Manual Training 32C—HOUSE PLANNING AND MECHANICAL PERSPECTIVE. One completing the first-half of this course should be

able to plan simple houses and read intelligently architect's plans.

The second half is devoted to the elements of mechanical perspective and these are applied in representing simple houses in perspective. *One credit.*

Manual Training 32D—CONSTRUCTION. In this course experience gained in several preceding courses serves as a basis for the design of problems in woodworking. *One credit.*

Manual Training 33—METALWORKING. In this course the work is taken up with a view to giving a working knowledge of a few fundamental processes of metalworking, such as chipping, filing, sawing, threading, soldering, forging, etc. *One credit.*

Manual Training 34—MANUAL TRAINING LITERATURE. This is a course intended to interest the special students of manual training in the various books and magazines that connect manual training with the large subject of education as well as in those that deal with the details of manual training. *One credit.*

Manual Training 35 — HISTORY AND TEACHING OF MANUAL TRAINING. In the first half of this course the development of our present manual training work is traced from the time of early European educators, showing how it has been influenced by the work of various educators and educational movements in different countries. In the second half a special study is made of methods of presenting manual work to classes. *One credit.*

Manual Training 37—ORGANIZATION OF MANUAL TRAINING. In this course a study is made of the organization of manual training in different kinds and grades of schools. Courses of study are planned and equipment and its installation are studied.

One credit.

Manual Training 38—HARNESSMAKING. In this course the fundamental operations in harnessmaking are taught. This work is well suited to rural high schools and young men preparing for teaching in such schools will appreciate this course. *One credit.*

DEPARTMENT OF MATHEMATICS

Diploma Courses

Mathematics 11—ARITHMETIC IN THE GRADES. The work of this course is divided into three parts:

(1) PURE ARITHMETIC. The aim of this course is to give the student an opportunity to organize his knowledge of numbers, their properties and relations and the processes of calculation. The laws that underlie and explain the various processes are clearly set forth.

(2) APPLIED ARITHMETIC. This course offers a systematic review of the various topics of applied arithmetic such as denominate numbers, mensuration, practical measurements, and the applications of percentage. Emphasis will be placed on the selection of problems and problem material which have a bearing on the practical affairs of life. Students intending to take this course should bring two or three good arithmetics for reference.

(3) METHOD IN ARITHMETIC. This course is given to a discussion of the reasons for teaching arithmetic; the historical methods of teaching arithmetic: present tendencies in teaching arithmetic the course of study with concrete illustrations of methods in selecting topics. *One and one-half credits.*

Mathematics 12—HISTORY OF ARITHMETIC. *One-half credit.*

Degree Courses

Mathematics 21—TRIGONOMETRY. Prerequisites: Algebra and Plane and Solid Geometry. *One credit.*

Mathematics 22—COLLEGE ALGEBRA. The usual topics of College Algebra will be presented in so far as this short course will permit. Prerequisite: Mathematics 21 or its equivalent. *One credit.*

Mathematics 23—ANALYTICAL GEOMETRY. Prerequisite: Mathematics 22 or its equivalent. *One credit.*

Mathematics 24A—DIFFERENTIAL CALCULUS. Prerequisite: Mathematics 23 or its equivalent. *One credit.*

Mathematics 24B—DIFFERENTIAL AND INTEGRAL CALCULUS. Prerequisite: Mathematics 24A or its equivalent. *One credit.*

Mathematics 24C—INTEGRAL CALCULUS. Prerequisite: Mathematics 24B or its equivalent. *One credit.*

Mathematics 26—THE TEACHING OF ALGEBRA. This course will include a rapid survey of elementary algebra from the standpoint of the method of teaching the subject. *One credit.*

Mathematics 27—THE TEACHING OF GEOMETRY. *One credit.*

Mathematics 28—THE HISTORY OF MATHEMATICS. *One credit.*

DEPARTMENT OF PUBLIC SCHOOL MUSIC

Diploma Courses

Music 11 is planned to give the student experience and practice in theory and notation facts necessary to present music in the Elementary School, to organize and study song material for children,to give practice in presenting teaching problems before the class and to develop a larger conception of music through lessons in appreciation using piano, voice, graphophone and available musical instruments.

Texts: Progressive Music Series, Book I; Lyric Music Course, Books II and III.

References for Song Material—Lyric Music Series, Book I; Art Song Cycles, Meissener; Bently Song Series Primer and Book I, Bently; Elements and Notation of Music—McLaughlin. *One credit.*

Music 12—1. THEORY AND ELEMENTARY HARMONY.
2. GENERAL METHODS IN MUSIC TEACHING.
3. VOICE—Breathing, Tone Placing, Diction.
4. ACCOMPANYING.
5. CHORUS.

Texts: Education Through Music, Farnsworth; Music Education, Cady; Eleanor Smith Manual, Smith; Sieber Vocalizes; Folk Songs and Other Songs, Ditson. Manual Progressive Music Series. *One credit.*

Music 13—1. HARMONY.
2. METHODS—Outline and study of Material for Elementary School.
3. VOICE.
4. PIANO.
5. CONDUCTING.

Texts: Conducting. Concone Fifty Lessons; English, Scotch, Irish Ballads, Characteristic Sketches. No. 1 and 2, Hofer.

One credit.

Music 14—1. HARMONY.

2. METHODS—Organization of Materials for High School.

3. CONDUCTING AND CHORUS.

4. PIANO—Music Forms for illustrative purposes for Music Appreciation.

5. VOICE—Standard Songs.

Texts: Laurel Song Book, Corona Song Book, Concone Fifty Lessons. *One credit.*

Music 15—1. CONDUCTING AND CHORUS.

2. STUDY OF MUSIC COURSES—Progressive, Lyric, Eleanor Smith, New Educational.

3. MUSIC HISTORY.

4. ORGANIZATION OF MATERIAL FOR MUSIC APPRECIATION AND DEMONSTRATION USING VOICE —Phonograph, Piano, and Other Instruments.

5. VOICE.

Texts: The Story of the Art of Music, Crowest; Concone Fifty Lessons. *One credit.*

Music 16—1. VOICE.

2. ACCOMPANYING.

3. MUSIC HISTORY.

4. CLASS DEMONSTRATION.

Texts: The Story of the Art of Music, Crowest; Concone Twenty-five Lessons. Outlines of Music History—Hamilton.

One credit.

Chorus singing will be organized as material permits. At present the Girls' Glee Club is a good working organization and the Boys' Glee Club will be reorganized as soon as may be possible.

A choir of mixed voices for assembly and general exercises will be organized and the opportunity to play in the Normal Orchestra will be offered to those who play orchestral instruments.

Practice teaching in Music in the Elementary School will be required of students specializing in Music.

DEPARTMENT OF PHYSICAL EDUCATION

Physical Education 11—PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS. Principles of Physical Education. Selection of exercises. Illustrated with classes in the training school. *One credit.*

Physical Education 12—HYGIENE OF THE SCHOOL CHILD. Practice teaching in grades. *One credit.*

Physical Education 13—FLOOR WORK FOUR TIMES A WEEK. Observation of training school classes and plans. *One credit.*

Physical Education 14—
a. Kinesiology
b. First Aid
Practice teaching in grades. *One credit.*

Physical Education 15—The MEANING AND FUNCTION OF PLAY. Practice teaching in grades. *One credit.*

Physical Education 16—FOLK DANCING. AESTHETIC DANCING. Practice teaching in grades and normal classes. *One credit.*

Physical Education 17—HISTORY OF PHYSICAL EDUCATION. Physical Education literature. Practice teaching in grades and normal classes. *One credit.*

DEPARTMENT OF READING AND EFFECTIVE SPEAKING

Diploma Courses

Reading 11—INTERPRETATIVE READING. The aim of this course is two-fold: To help each student to discover his own voice and to know its possibilities; to develop the student's ability to read effectively. Especial attention is given to the study of diction.
One credit.

Reading 12—CHILDREN'S LITERATURE AND STORY TELLING. This course deals with the "why", the "what", and the "how" of story telling. It is developed largely through a study of type liter-

ature—Mother Goose, fables, fairy tales, folk tales, epics, hero and Bible stories. Opportunity is given each student for practice in story telling in class. If time permits, an interpretative study is made of poetry used in elementary school reading courses.

One credit.

Reading 13—EXTEMPORE SPEAKING. The purpose of this course is to meet the ever increasing demand made upon the student and the citizen to stand before other people, and to express his own thoughts effectively. Careful study is made of the principles governing effective speaking and the psychology of impression. Practical application of all theory dealing with gathering material, its organization and presentation, is made by each student in frequent talks given before the class. *One credit.*

English 28—DEBATE. A presentation of the principles of argumentation and debate. The work is of practical benefit. It is designed to meet general problems in the subject and also those confronting the teacher who has debaters before him to guide and to advise. Up-to-date authorities and methods are consulted, and serve as a basis for all class work. The following general topics are discussed: Choice of debate subject; limiting subject; defining issues and terms; getting evidence; testing evidence; brief drawing; methods of collecting and organizing facts for rapid use; best means of rebuttal. Illustrative arguments from the great debaters are examined to discover their elements of power. Briefs and written arguments, as well as class exercises, are required from each member of the class.

One credit.

DEPARTMENT OF RURAL SCHOOLS

Education 1—RURAL SCHOOL PROBLEMS. Designed to meet the needs of the elementary teacher, this course includes a study of the problems of (1) Class management—organizing classes, getting started, economizing time, hygienic conditions, attention, interest, daily program, conducting recitations, examinations. (2) Discipline—nature of discipline, causes of unruly school, corrective measures, rewards, and penalties. (3) The relation of the teacher to the other factors of the school—the community, parents, pupils, school property, supervisors, the profession.

This course will be presented from the point of view of the rural teacher. The rural school will be the basis of study and will be kept constantly in mind. *One credit.*

Education 2—TEACHING THE FUNDAMENTAL SUBJECTS. This course does not attempt to make a critical analysis of the course of study. It aims to take each subject found in the curriculum, determine its functions, how to secure interest in it, how to organize the subject-matter, and how to present it.

Throughout the course the needs of the rural teacher and supervisor determine the point of view. *One credit.*

Education 3—RURAL SOCIOLOGY. A survey of rural society, including an analysis of rural communities, institutions, customs and needs. This is a basic course and should be taken by all students interested in rural life and education. *One credit.*

Education 4A—SCHOOL ADMINISTRATION. A course for county and district superintendents, principals of centralized and village schools. This course aims to treat the problems of administration from two aspects:—(1) Their historical development. Tracing the growth of the public school systems. The evolution of school architecture, apparatus and equipment. The development of the technique of administration.

(2) Analysis of existing problems such as organizing and financing public schools. The centralization of control and support. The employment of teachers, and *their improvement in service.*

One credit.

Education 4B—COURSE OF STUDY FOR RURAL ELEMENTARY SCHOOLS. The purpose is to develop a course of study suited to the needs of particular communities. Opportunity will be given for individual work in meeting special needs. Much of the work will be the selection of material and its distribution through the course.

One credit.

Education 5—RURAL ECONOMICS. A study of the sources and distribution of rural wealth. Rural labor, markets, wages, capital. A survey of modern agriculture from the economic view point. Law of diminishing returns, etc. *One credit.*

DEPARTMENT OF BIOLOGICAL SCIENCE

Diploma Courses

Biology 11—BOTANY. This course offers a general introduction to the study of plants and includes such subjects as are ordinarily taught in a course in beginning botany. In addition thereto special emphasis will be placed upon such subjects as hydridization and plant breeding; bacteria, yeasts, molds and mildews in the home; and rusts, smuts and blights in their relation to agriculture.

One credit.

Biology 12—Zoology. The primary purpose of this course is to serve as an introduction to the study of the animal kingdom. With this aim in view representative animals of the different branches of the animal kingdom are studied in the laboratory and supplemented by additional material from the text-book. Much attention is given to field work and the study of local animal life. Emphasis is placed upon the ecologic and economic phases. The field work has for its fundamental purpose the imparting of a certain measure of intimacy with living animals in their natural habitat. Special attention is given to the methods of observation, their record and methods of interpretation and how they might be utilized for scientfic purposes.

One credit.

Biology 13—BIOLOGICAL NATURE STUDY. This is a general course in Nature Study using Thompson's "Biology of the Seasons." The biology of spring, summer, autumn, and winter is taken up in succession and the most striking phenomena of each are studied.

The course includes such topics as the following: the tale of the tadpoles, the return of birds, migrating birds, spring flowers, summer flowers, summer industries, courtship and song of birds, learning to live, plasticity of life, play of animals, dust in the air, fall of the leaf, autumn fruits, seed scattering, work of earthworms, natural history of rest, old age and death.

Field trips are required of all who take this course and much attention will be paid to the more common plants, birds and insects.

One credit.

Physiology 11—Elementary Sanitary Science with special reference to the more common diseases, their cause, method of transmission, means of prevention and kindred topics. Methods of heating,

ventilation and proper water supply receive special attention.

The hygiene of the schoolroom: play and playgrounds, lighting, ventilation, proper toilets, defects of school children, medical inspection, and open air schools are some of the more important topics considered. *One credit.*

Degree Courses

Biology 22—BACTERIOLOGY. This course will treat of the form and structure of bacteria in general, their origin and methods of dissemination, and also a study of the chemistry of the bacterial cell. The food requirements and conditions affecting the growth, such as their relation to the action of sunlight, the influence of heat the various culture media, and in relation to the atmosphere. One important study will be the relation of bacteria to drinking water and typical diseases caused by bacterial infection. Other subjects will include the following: contamination of water, bacteria in wells, springs and ice, the problem of sewage, bacteria in the soil, the relation of bacteria to the nitrogen cycle, nitrification, dentrification, their relation to the farm manures, the preservation of food, such as milk, fresh fruits, butter, cheese, and the canning of fruits. The object of this course is to prepare students in the agriculture and in household science for their special work and to give the general student a proper understanding of bacteria in relation to home life.

Prerequisites: Botany, one-half year, Zoology, one-half year, Chemistry, one year. *One credit.*

Biology 23—GENERAL BIOLOGY. The primary purpose of this course is to acquaint the student with the fundamental processes common to both plants and animals. It is also designed to teach the use and manipulation of the microscope and the manner and method of keeping a note book. The course includes recitations, lecture and laboratory work. *One credit.*

Biology 24—PHYSIOLOGY. This is a general course designed as a basis and preparation for advanced work in the same subject or for other work requiring an elementary knowledge of the human body. *One credit.*

Biology 25—NUTRITIONAL PHYSIOLOGY. Nutritional physiology involves an elementary consideration of the metabolism of the entire human body. Of value to all students but designed especially for

those who are majoring in Domestic Science. Prerequisites: Biology 23 or Biology 24 and Elementary Chemistry. *One credit.*

Biology 26—NEUROLOGY. It is intended in this course to make the work of such a nature as to form the basis for elementary work in psychology. It includes a general consideration of the anatomy, physiology and hygiene of the nervous system. Prerequisite: Biology 24. *One credit.*

Biology 27—PSYCHOBIOLOGY. The work covered in this course is intended to aid those students of physiology who have had no courses in Biology covering the morphological and physiological data which are directly contributory to psychology. It is designed to convey the elementary information which is absolutely necessary as well as to stimulate the student to further reading. Prerequisites: Chemistry and Biology 24. *One credit.*

Biology 28—HUMAN PHYSIOLOGY. This is an advanced course which has for its content a careful detailed study of the structure and activities of the human body together with conditions of its healthy working. Prerequisites: Chemistry and Biology 24. *One credit.*

DEPARTMENT OF PHYSICAL SCIENCE

Diploma Courses

Chemistry 11—GENERAL INORGANIC CHEMISTRY. This course consists essentially of the fundamental laws of chemistry, such as the law of the conservation of matter, the law of definite and multiple proportions, Law of Boyle, and the Law of Charles. This course considers the composition, tests, and uses of water, a study of hydrogen, oxygen, air nitrogen, nitric acid and ammonia, acids, bases, salt, neutralization, chemical formulae, halogen sulphur, phosphorus, arsenic, antimony, bismuth, boron, and silicon. Also carbon and its compounds, the metals of the alkalies and the alkaline earths, and aluminum including its alloys. The student will acquire skill in the manipulation of chemical apparatus and the general management of laboratory equipment. The underlying principles are studied intensively and emphasis is placed upon their relation to *daily life.*

One credit.

Chemistry 12—General Inorganic Chemistry. A continuation of Chemistry 11 which prepares the student for Qualitative Analysis and Organic Chemistry. Some of the elements of organic substances are introduced to make a more general course for students who cannot pursue more than two terms of chemistry. In addition to a continuation of inorganic compounds, a general study of organic compounds relating to daily experience will be required. It will include a study of leather, wool, silk, cotton, principles involved in the preservation of foods, soils, fertilizers, human and animal foods, milk, spraying and insecticides. These courses are intended for students who wish to specialize in Agriculture or Household Science, or for those who feel they cannot pursue the subject further. *One credit.*

Degree Courses

Chemistry 31—Qualitative Analysis. Nomenclature of salts, bases, and acids. Solubility of chlorides, hydroxides, sulphide, carbonates, and nitrates. Ionization, law of mass-action, theory of precipitation, oxidation and reduction, groups of the acids, systematic analysis, detection of the acids, and a study of potable waters. Prerequisites: Chemistry 11 and 12. *One credit.*

Chemistry 32—Quantitative Analysis. A study of the quantitative balance. Method of weighing. Gravimetric analysis. Solution and precipitate. Filtration and washing. Ignition of precipitate. Determination of iron, sulphuric acid, calcium and magnesium, aluminum, sodium, and potassium. Volumetric analysis. Calibration of vessels and burettes. Acidimetry and alkalimetry. Preparation of normal solutions. Oxidation and reduction. This course prepares students for a quantitative determination of foods, soils, fertilizers and home and farm products. This course is designed for special students in Agriculture and Household Science. Prerequisites: all previous courses in Chemistry. *One credit.*

Chemistry 33—Chemistry of Nutrition. Here we deal with the Chemistry of Proteins, Fats, and Carbohydrates. A careful study is made of Salivary Digestion, and Digestion in the Stomach and Intestines. Other subjects such as Absorption, Metabolism in the body as a whole, Metabolism of Protein, Metabolism under various conditions, Excretory Products, and Vitamines will receive much emphasis. *One credit.*

Chemistry 34—CHEMISTRY OF NUTRITION. A continuation of Chemistry 33. *One credit.*

Chemistry 35—ADVANCED QUANTITATIVE ANALYSIS. This is a continuation of Chemistry 32. *One credit.*

Chemistry 36—ADVANCED QUANTITATIVE ANALYSIS. A continuation of Chemistry 35. *One credit.*

Diploma Courses

Physics 11—ELEMENTARY PHYSICS. This course is designed as a review for teachers who expect to teach physics or for those who have had no physics and who wish to gain some knowledge of the subject in a short time. *One credit.*

Physics 12—A course in Physical Nature Study, dealing with familiar Physical and Chemical Phenomena in immediate relation to the life of children in the grades—subject-matter suitable for their comprehension. *One credit.*

DEPARTMENT OF EXTENSION TEACHING

General Statement

With the aim of giving advantages of normal school training to the teachers in service, Kent State Normal College organized the Department of Extension Teaching a year before its buildings were ready for use. During that year twenty-eight classes were organized at as many centers in eleven different counties, enrolling more than one thousand students. Each year the work has grown in enrollment, in the variety of courses offered, in interest and helpfulness to the teachers, and in the steadiness of their endeavor, until last year there were enrolled 1573 students. The attendance at classes compared favorably in regularity to attendance in residence work, and interest in the work was exceptionally good.

The results for the past five years remove extension teaching from the field of experiment and establish it as one of the most effective agencies for the improvement of teachers.

The class work under the instructors from the Normal College reveals new possibilities in the daily work of the class room; it suggests new and better ways of meeting the problems of teaching; it

tends to minimize the deadening effect of routine by developing scientific interest in the needs of the pupils; but above all it gives new hope and inspiration and therefore new life and purpose to the teachers. The extension class work combined with summer study is enabling many teachers to gain financial and professional recognition which would otherwise be impossible.

This has been achieved at relatively small expense to the State. With the excellent transportation facilities in Northeastern Ohio, it is possible to organize the entire territory into an extension school under the direction of the Normal College. The inspiration and power resulting from such an organization for professional study will result in a new attitude on the part of teachers and in a marked improvement in the work of the public schools.

Plan of the Work

The courses given in extension will as nearly as possible conform to those given in residence. When a change is advisable, however, work will be modified to suit conditions at the extension center.

Any work for which credit is given toward the diploma, counts for one-half credit toward the degree. The instructor from the Normal College meets each class once each week. Lessons are assigned and recitations are conducted the same as with classes in residence. A student is permitted to enroll in but one subject at a time.

The school year is divided into two terms for extension work. One course is given each term and continues for sixteen weeks with one recitation each week. The recitations are one and one-half hours in length. Students completing the requirements will receive one credit for each course.

In order to complete two terms of work in one year, the first term should begin not later than September 20th and the second term should begin not later than February first.

Students desiring to do extension work should make application to Kent State Normal College, Department of Extension Teaching, Kent, Ohio. Principals and Superintendents are usually glad to assist in organizing classes.

Courses Offered

Education 11 A—PSYCHOLOGY. For description see page 27.

Education 11 B—THE PRINCIPLES OF TEACHING AND SCHOOL MANAGEMENT. For description see page 27.

Education 13A—History of Modern Elementary Education. For description see page 27.

Education 13C—This course will consider the field of education in its historical, scientific, philosophical and practical aspects. Special emphasis will be put upon the biological, physiological, sociological and psychological foundations of education.

Education 14—Social Aspects of Education. For description see page 28.

Education 16—Child Study. For description see page 28.

Education 29—Sociology. For description see page 30.

Agriculture 11—For description see page 25.

Agriculture 32—For description see page 25.

Economics 11—For description see page 43.

Economics 12—A Study of the Economiic History of the United States. For description see page 43.

English 11—English in Upper and Lower Grades. For description see page 31.

English 13A—Representative American Literature. For description see page 32.

Geography 11—The Principles of Geography. For description see page 36.

History 12—History of Ohio. For description see page 39.

History 21C—History of Modern Europe. For description see page 39.

Mathematics 11—Arithmetic in the Grades. For description see page 50.

Mathematics 12—History of Arithmetic. For description see page 50.

Physiology 11—For description see page 56.

Education 1—Rural School Problems. For description see page 54.

Education 2—Teaching the Fundamental Subjects. For description see page 55.

Education 3—Rural Sociology. For description see page 55.

Education 5—Rural Economics. For description see page 55.

Expenses

From the first Kent State Normal College has charged no fees for class work. This applies to extension as well as to residence work

The members of the class are expected to provide the necessary texts and equipment for the course. The places of meeting are usually provided by the local boards of education. Otherwise the members of the class will provide a suitable place of meeting.

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